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ABSTRACT

Four issues of "Volunteer Voice," a newsletter of the Tacoma, Washington Community House Training Project, are presented. The project provides English-as-a-Second-Language (ESL) instruction and support to refugees. Contents of Number 1 (Summer 1992) include an account of one volunteer's initial encounter; a game for teaching adverbs; instructions for creating a story quilt; sample ESL activities; and ways for students to practice asking questions. Issue number 2 (Fall 1992) is a bibliography of ESL materials, including a guide for evaluating ESL texts and other resources on pronunciation, visual aids, activities, storytelling, literacy, vocational ESL, listening, grammar, culture, and language learning and teaching methods. Ordering information is provided. Number 3 (Winter 1993) contains Training Project news and various suggestions for family talk time. Number 4 (Spring 1993) announces the annual Volunteer/ESL Refugee Concerns Conference and includes techniques for using student journals and pronunciation activities. Two issues offer a feature called "All You Ever Needed to Know about ESL but Did Not Know Whom to Ask." (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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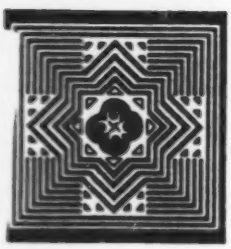

VOLUNTEER VOICE

Volume X, No. 1, Summer 1992
Tacoma Community House Training Project

Funded by the WA Division of Refugee Assistance

Training Project News

The Training Project's May 2 Conference at the University of Puget Sound was a big success with close to 250 people registered. The most often heard "complaint" about the event was "There's too much to choose from!" In case you didn't get to all the workshops you wanted to, and for those of you who were unable to attend the conference at all, we've reprinted handouts from some of the workshops here.

Over 1300 people attended 85 trainings given by the Training Project this past year - more than in any year of the Training Project's 10 year history!

In response to your evaluations, we will be offering more in-service workshops in the Seattle area in the fall - a chance for TCHTP trained and active tutors to meet each other, share experiences, and learn more about cultural issues or specific teaching techniques. We won't be advertising these in the newsletter, however, so you'll have to contact your Program Coordinator for more information.

Have a great summer!

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Marilyn Gentzler

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"A Special Encounter"

After attending a training session and a get acquainted supper, I had the pleasure of attending my first Talk Time as a volunteer. The time flew by as the Talk Time leader lead us through the initial subject matter. With a combination of sincerity, family snap shots, charades, printing on paper and on blackboard, we learned from each other and about each other. It was exciting and expended quite a bit of energy.

As I left the Senior Center at Holly and Rainier Boulevard, I helplessly watched the bus I needed pull away from the curb while the red light kept me from crossing the street. Feeling miffed I crossed more slowly and sat dejectedly at the end of the bus shelter to wait for the next scheduled run. A bit later a lady sat down at the opposite end of the shelter. In a few minutes we were submerged in the activity of ESL communication and I was valuing the training and the session I had just attended! This woman was from Azurebaizon (sp?), Russia and knew only a very few words in English. Clearly she wanted to bridge the language gap.

She showed me her I.D. card with letters of the alphabet I could not recognize. I showed her my PassPort -- one word she recognized immediately. We discussed our families by holding our hand out, palm down at different levels -- so high and so high, using our fingers to specify the number of children. Then I realized I had some photos that I had brought for Talk-Time and shared them. In my photos there was no husband for me and it took several attempts before I realized her motions of twirling a mustache (she said a word I cannot duplicate) were related to her husband or father. I learned her son of age 36 is married (charades helped by showing the placing of the ring on the ring finger) and has children (so high). She pronounced the name of her country and said the letters T.V. and with her hands she symbolized guns and said bang bang. Clearly she felt I would recognize the battles that had been on the news reports. Perhaps the most amazing revelation for her was the use of the telephone. I gathered she had used a phone and had been positively stunned by it.

I was almost disappointed when the bus arrived. We clasped hands briefly but warmly and I climbed aboard the bus. I found myself both exhausted and elated....and filled with awe that I had communicated with a woman from a country I had never even heard of until 1992! WOW!

By Berny Albright, a Talk Time volunteer with United States Catholic Conference Refugee Assistance Program.

ADVERB ACTION

This is a game that teaches adverbs. My students often have a hard time understanding that adverbs and adjectives are not the same; they say "He runs slow." This game gives them some practice in seeing adverbs in action, modifying verbs.

First, get the students to give you some adverbs. You don't want adverbs of frequency -- only adverbs that describe actions, like "loudly", "slowly", "badly", "quickly", "sexily", "clumsily", "sleepily", "angrily", "stupidly", "quietly", "surprisingly", "happily", and "lovingly" for example. Try to get a big list, but avoid synonyms like "sadly" and "sorrowfully". Write the adverbs on the board in no particular order.

Now, send one student out of the room. Together, the class chooses one of the adverbs on the board. Then, the student is called back in. He must find out which adverb has been chosen. To do this, he must order individual students to do actions and observe how these actions are performed. For example, he might ask one classmate, "Walk that way." That student must attempt to walk (badly, sexily, sadly, or whatever).

If the guesser cannot guess the adverb, another classmate can then be ordered to perform some action - "Talk that way", "Eat that way", "Dance that way", "Write that way", "Sing that way". This continues until the correct adverb has been guessed. Allow the guesser only one guess after a classmate has performed some action.

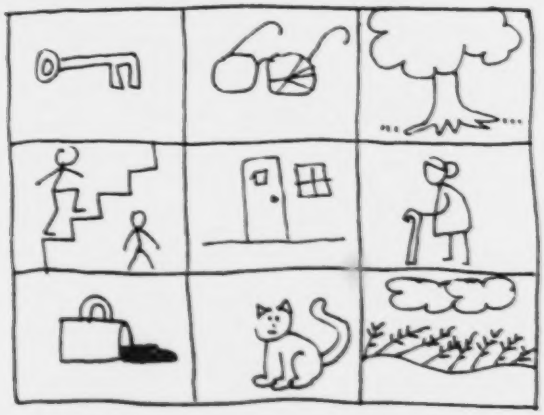
By Tim McDaniel (ESL Instructor, University of Washington) from his presentation "ESL Games for Everyone" at the 1992 TCHTP Volunteer ESL/Refugee Concerns Conference.

STORY QUILTS

Cathy Spagnoli, a professional storyteller based in Seattle, inspired many of us who heard her speak at the TCHTP conference to integrate storytelling into our ESL tutoring. One technique she shared was using story quilts to introduce the wide variety of topics that can be included in life stories. (See list on the right.) ESL tutors can use story quilts to encourage students to think of specific events, feelings or people. The stories which emerge from these memories can later serve as springboards for ESL activities. It is difficult for many of us to come up with a story unless something stirs our memory. Story quilts are meant to do just this.

INSTRUCTIONS:

On a sheet of paper (the larger the sheet, the more space for more stories), section off squares. In each square, draw something that reminds you of a certain story. Remember to vary the theme of the stories. A sample is drawn below.



Tell some stories from your own story quilt in class. Then, with your students, brainstorm the kinds of stories we can tell. A partial list may look like this:

happy childhood memories sad
funny scary dreams

Story quilts can also be used to narrow a topic. For example, you might brainstorm different types of related stories all within the topic of childhood memories.

Once the outline for the story quilts are made, have students draw a picture related to each theme in the boxes. In pairs or small groups, have students tell the story they have drawn.

Often, the telling at this point is more of a description of the things they have drawn. Encourage students to ask questions of each other to get beyond description.

ESL ACTIVITIES:

Students have stories to tell and are willing to share them, but they also have a strong motivation to learn English and need to practice what they are learning. It is important to remember that using student generated materials increases student involvement and understanding, but that generating the materials is only part of the process. Some follow-up ESL activities are listed below.

- ask comprehension questions about the story
- if working with a group, ask questions that help the other students relate the story to their own lives
- make comparisons (past to present, etc.)
- sentence halves to match
- opposites
- grammar
- word search
- words and their definitions
- sequencing the story and retelling
- embellishing the story
- rewriting/correcting stories

An original idea from Cathy Spagnoli described in the Family Story Curriculum Project from the Refugee Women's Refugee Alliance in Seattle with additional ESL ideas by Elisabeth Mitchell (Tutor Trainer, Tacoma Community House Training Project). Cathy is available for storytelling workshops and performances especially suited to ESL students. She also has several Southeast Asian tales in book form, a tape, and a storytelling guide available. Cathy can be reached at 206-937-8679 or 5646 25th S.W., Seattle, WA 98106.

Animals - pets and others
Work
Heroes and Heroines
Tricking and Being Tricked
Migration/"The Old Country"
Fate and Chance
Rebels and "Characters"
Stories with a Moral
Love
Dating/Relationships
Marriage and Divorce
Death and Funerals
Loss and Separation
Strange but True
Survival
Sickness and Accidents
Abuse
School Days
Children
Punishment
Fears/Nightmares
Aging
Prejudice and Injustice
Fate and Chance
Embarrassing Moments
Funny Memories
A Scary Experience
Gossip
Childhood Games
Relatives
Folk Tales
First Times
Traditions/Celebrations
Family Names/Nicknames
Mistakes
Terrible Days
Fights
Sports
Victories and Defeats
Fools
Getting in Trouble
Secret Places/Languages
Bedtime Stories
Tall Tales
Adventures/Travel

MEANINGFUL NUMBERS

AIM:

Give students practice in asking questions freely and making guesses about their classmates.

DIRECTIONS:

On the board or on a piece of paper, write some numbers that are meaningful to you in random order. For example: your apartment number, date of wedding anniversary, part of car license plate, number of children, etc.

512 12 1

20 3

13 402 956

Say that these numbers mean something to you. Ask the students to guess what the numbers represent. Give clues and encouragement. After all the numbers have been guessed, have students write their own meaningful numbers. Put students in groups or pairs to guess each others'.

COMMENTS:

The guessing element can be motivating and lead to some lively and inventive guessing.

EXTENSION:

To integrate writing, students can write up the results for their partner or group members. For example: Raisa has four children. Her birthday is April 25th. Etc.

By Alysan Croydon (ESL Instructor, Tacoma Community House) from her presentation "Practice Makes Perfect: Communicative Activities to Get Your Students Talking" at the 1992 TCHTP Volunteer ESL/Refugee Concerns Conference.

ADDITIONAL TRAINING

Are you interested in teaching ESL professionally? Volunteers trained by Tacoma Community House have found jobs teaching ESL both here and abroad. The following programs in the Seattle area offer further training leading to a certificate in ESL. These programs are designed for those with a bachelor's degree, with or without teaching credentials, who are seeking ESL employment.

The School of Teaching ESL, in cooperation with Seattle University, offers an intensive (4 week) day program as well as night classes in Seattle. Night classes are generally three credits each, while intensive day students take nine credits at a time. Cost is $110 per credit. A certificate requires twelve credits. Credits can also be applied toward graduate degrees and credentials. For more information call Dr. Nancy Butler Tulare at 781-8607.

Edmonds Community College has a 31.5 credit program which applies toward an add-on endorsement in ESL for those with teaching credentials. The course is designed to provide a solid grounding in ESL teaching techniques for those who are interested in teaching here or overseas. Most classes are 5 credits each and cost $358.17. All classes meet in the evening, and one or two classes are offered per quarter. For more information call 771-1517.

Washington Academy of Languages offers a 24 credit program leading to a certificate and add-on endorsement for credentials in ESL and bilingual education. Classes are held in the evenings at Seattle Pacific University. Each 3 credit class meets twice a week for 5 weeks. Cost to audit is $220 for the first class, with a 20% discount for each additional class. For credit classes, add $90 to the audit cost. For more information call Dr. Paul Schneider at 682-4463.

LOOKING FOR INSPIRATION?

BOOKS, BOOKS, BOOKS.... We've just learned that the School of Teaching ESL Bookstore in Seattle carries a wealth of ESL books and materials for you to peruse and purchase on site - no mail orders. Its collection includes resource manuals, textbooks, student-written readers, and other teaching aids such as pocket charts, cuisinaire rods and cassettes. The store is <u>generally</u> open from 9:00 to 4:00 Monday through Friday -- but if you plan to go in the afternoon, call first to make sure someone is there.

The School of Teaching ESL Bookstore
2601 NW 56th Ave. (Ballard)
(206) 781-8607

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VOLUNTEER VOICE

Volume X, No. 2, Fall 1992
Tacoma Community House Training Project

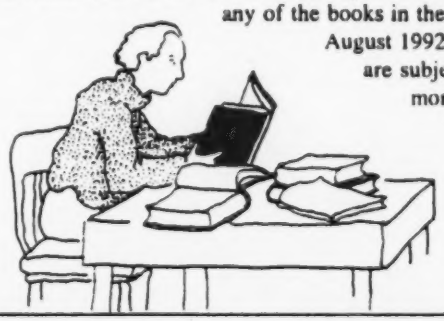
Funded by the WA Division of Refugee Assistance

BIBLIOGRAPHY

These are some of the books that the Training Project has found most useful and interesting for ESL tutors and teachers -- "new finds" as well as tried and true "classics". Of course there's no such thing as a perfect text, so you may have to pick and choose or adapt some of these materials to the particular needs of your student(s). Each person has his or her own style and approach to teaching, so different texts work for different tutors. We have included a sampling of books for a wide range of student levels and skills.

After each description we've indicated the level of student the book is most appropriate for: **1** (Survival Level/Preliterate), **2** (Beyond Survival Level) and **3** (Higher Level). These levels correspond to those in the Training Project's progress checklist starting on page 89 of Tutoring ESL: A Handbook for Volunteers and also to the levels of the Washington State Core Competencies. Some of the books are for the tutor's reference only, and these we have indicated with **R**.

Feel free to come and browse through the Training Project's collection, which contains most of these books, at the Tacoma Community House. See the last page for information on ordering any of the books in the bibliography. This information was updated in August 1992, but prices may vary between distributors and are subject to change. If you need any assistance or more information, give us a call at 682-9112 (from Seattle) or (206) 383-3951.

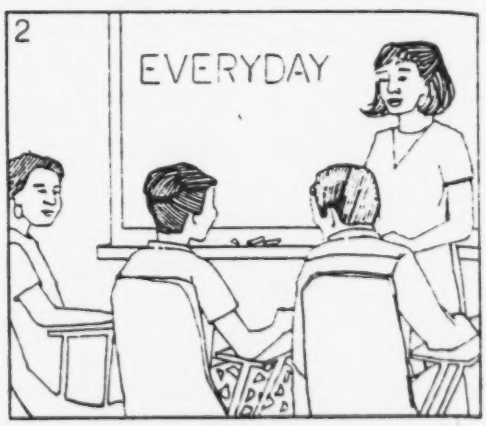


Illustrations from **Here to Stay in the USA** (above) and **Impact** (left)

COMPREHENSIVE TEXTS

▸ **A New Start: Functional Course in Basic Spoken English and Survival Literacy** *Linda Mrowicki and Peter Furnburough, 1982, Educational Books, Student's Book $8.50, Teacher's Book $12.95, Literacy Workbooks 1 and 2 $5.95 each (Dominie)*

Survival curriculum for adult learners who are either literate or preliterate. Emphasizes oral skills, but introduces survival literacy such as reading signs. 1 2



from A New Start

▸ **Here to Stay in the USA: ESL/US Studies for Beginners** *Timothy Maciel with John Duffy, 1990, Alemany Press, $6.70, Free Teacher's Manual (Prentice Hall Regents)*

Units based on topics such as Housing, Health, and Shopping include photos, illustrated short readings, TPR scripts, communication strategies, US information, and listening, conversation, reading, and writing activities. 2

▸ **Conversation Book: English in Everyday Life** *Tina Carter and Sandra Fotinos, 1985, Prentice Hall Regents, Books 1 and 2 $9.10 each*

Many small drawings provide topics for conversation and illustrate everyday situations. Dialogs, questions, and open-ended activities, plus writing activities. 2 3

▸ **Survival English: English through Conversations** Lee Mosteller and Bobbi Paul, 1985 (Book 1); Lee Mosteller and Michele Haight, 1988 (Book 2), Prentice Hall Regents $9.10 each.

Dialogues are centered around survival topics and introduce basic grammar patterns and are followed by a variety of practice activities. Many illustrations reinforce new vocabulary. 2

from Survival English

▸ **Get Up and Go!** *Dennis R. Johnson, 1991, Dominie Press, $8.50, Teacher's Guide $9.95*

A multi-skill text for beginning literacy learners who have a limited degree of literacy. A teacher's guide is available. 2

How to Evaluate an ESL Text

Method:

Are the activities student-centered? Is the method consistent with your teaching approach and style?

Use:

Is the book easy to use? Is it flexible enough to be adapted to your student's needs and level? Are instructions to the teacher included or available?

Subject Matter:

Is the subject matter current and interesting? accurate? varied? appropriate for your student?

Appearance:

Is the book cluttered? Or easy to look at? Are the illustrations lively, realistic? clear? Do illustrations and photos represent both sexes? different races and ethnic groups?

Exercises and Activities:

Is there a variety of exercises and activities? Are they appropriate for a one-on-one situation or do they require a group? Do they promote meaningful communication? Is there adequate review of past lessons?

Culture:

Are sexist, racist and ethnic stereotypes avoided?

PRONUNCIATION

▸ **English Pronunciation Exercises for Japanese Students** *Harriet Grate, 1974. Regents Publishing Co., $18.75 (Alta)*

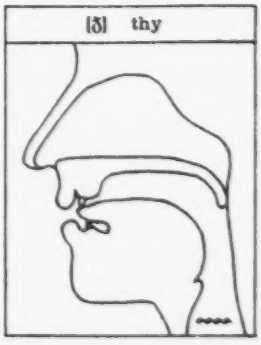
Probably the best overall text for improving pronunciation of most ESL students, regardless of origin. Includes a diagnostic checklist and many drills. **1 2 3**

▸ **Whaddaya Say? Guided Practice in Advanced Spoken English** *Nina Wallerstein, $13.10 (Alta)*

Helps students improve their listening comprehension of informal, everyday, spoken English. Contrasts careful, slow pronunciation with relaxed, fast pronunciation. **3**

▸ **Back and Forth: Pair Activities for Language Development** *A. Palmer, T. Rodgers and J. Winn-Bell Olsen, 1985, Alemany Press, $24.45 (Alta)*

Pair activities to stimulate listening and speaking skills. Various activities involve a detailed information exchange between partners that not only gives students conversation practice, but also requires correct pronunciation to communicate. **3**



from **English Pronunciation Exercises**

VISUALS

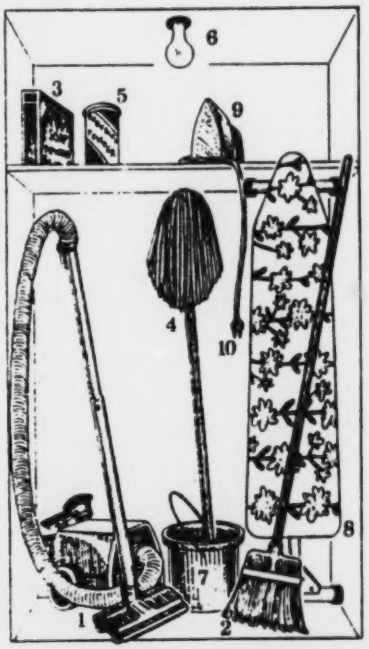
▸ **New Oxford Picture Dictionary of American English** *E.C. Parnwell, 1984, Oxford University Press, $8.25 (Workbook also available) (Alta)*

Each page illustrates a topic (e.g., Tools, The Law, Kitchen), with vocabulary lists. **1 2 3**

▸ **Speaking of Pictures** *Kathleen Kelley Beal, 1981, Steck-Vaughn Co., Books 1, 2, and 3 $7.32 each, Teacher's Guides $5.95 each*

Each book contains 20 full page line drawings of life scenes with suggestions for vocabulary development, TPR activities, conversation, storytelling, and written pattern practice. Teacher's guides suggest additional activities using the outside world as teaching tools. The variety of activities using concrete pictures make this series adaptable to various levels. **1 2 3**

from **Speaking of Pictures**



from **Oxford Picture Dictionary Workbook**

▸ **Looking at American Signs: A Pictorial Introduction to American Language and Culture** *Jann Huizenga, 1990, National Textbook Company (Alta), $4.75*

Many real-life photos on a variety of practical topics. Excellent visual aids for any level. **1 2 3**

▸ **Look Again Pictures for Language Development and Lifeskills** *Judy Winn-Bell Olsen, 1985, Alemany Press, $19.95 (Prentice Hall Regents)*

Lessons designed around pairs of pictures. As students identify the differences between the pairs, they practice vocabulary and grammar, and explore aspects of American culture. **1 2 3**

▸ **Action English Pictures** *Maxine Frauman-Prickel, 1985, Alemany Press, $19.95 (Prentice Hall Regents)*

Contains over 50 picture sequences of daily events. Can be used to build vocabulary, practice grammatical structures, incorporate into TPR activities, or as the basis for conversational and written activities. **1 2 3**

ACTIVITIES

▸ **Springboards: Interacting in English**
Richard Yorkey, 1984, Addison-Wesley, $9.10 (Alta)

Lessons that develop reading and writing and encourage oral communication. Memory puzzles, logic games, crossword puzzles and other fun activities can change classroom pace. 3

▸ **Stepping Out: A Teacher's Book of Real-Life Situations** *Cristine Bunn and Sharon Seymour, 1989, Collier Macmillan, $27.50 (Delta)*

Practicing with calendars, want-ads, price tags, maps, menus and schedules to stimulate conversation, and fill-in-the-blank activities.
1 2

▸ **Talk About Values: Conversation Skills for Intermediate Students** *Irene E. Schoenberg, 1989, Longman Inc., $12.50 (Alta)*

Drawings, situations, and exercises encourage students to discuss values. A variety of fun activities allow the students to talk about their lives. 3

from **Games and Butterflies**

▸ **Games and Butterflies** *Katherine Kennedy and Ellen Sarkisian, 1979, New Readers Press, $8.95*

Games to reinforce all the language skills.
1 2 3

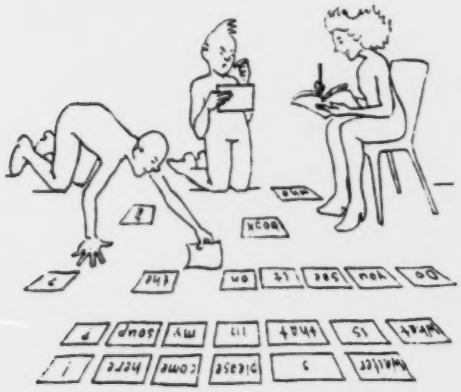
▸ **Storylines: Conversation Skills Through Oral Histories** *Priscilla Karant, 1988, Newbury House Publishers, $16.25*

Conversational skill practice through role plays of the characters. Each chapter involves interviewing one of the characters and learning about his or her past. For small groups. 3

from **Talk about Values**

▸ **Index Card Games for ESL** *Raymond Clark, 1982, The Experiment Press, $9.50 (Alta)*

Six basic games that can be adapted to all levels of students to practice literacy and conversational skills. **1 2 3**



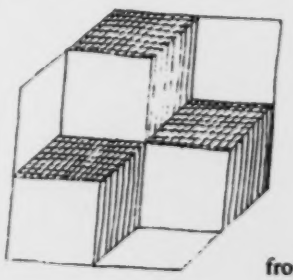
from **Index Card Games for ESL**

▸ **Purple Cows and Potato Chips** *Mary Ann Christison and Sharron Bassano, 1987, Alemany Press, $24.50 (Alta)*

A wide variety of fun activities that encourage the use of all senses. **1 2 3**

Figure 1

Figure 2



from **Purple Cows and Potato Chips**

▸ **101 Word Games** *George McCallum, 1980, Oxford University Press, $9.50 (Alta)*

Another grab bag book. Lots of games -- some classic, some original -- all great ideas to liven up a class or tutoring session. Most games are designed for small groups but can be adapted to the tutoring situation. **1 2 3**

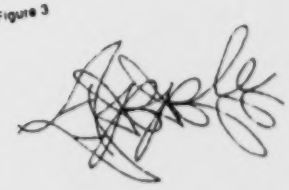
▸ **Drawing Out** *Sharron Bassano and Mary Ann Christison, 1992, Alemany Press, $19.95 (Prentice Hall Regents)*

Reproducible pages with space for student drawings that provide a focus or stimulus for oral interaction or written expression. Students are encouraged to talk about their experiences and feelings. **1 2 3**

▸ **Communication Starters and Other Activities for the ESL Classroom** *Judy Winn-Bell Olsen, 1977, Alemany Press, $24.45 (Alta)*

Many different activities for all levels of students. **1 2 3**

Figure 3



STORYTELLING

from Bridge Across the Americas

▸ Bridge Across the Americas: Favorite Hispanic Stories *Penelope Cameron, 1991, Dominie Press, Inc., $7.50*

Thirteen stories from Latin America, graduated in difficulty. Includes anticipation, comprehension, vocabulary and discussion activities. 3

▸ Tales from the Homeland: Developing the Language Experience Approach *Anita Bell and Som Dy, 1985, Tacoma Community House, $7.00*

A guide for using the language experience approach, using student stories by a Cambodian woman as examples. 1 2

▸ Tales from Around the World: Stories for Whole Language Learning *Jeanne B. Becijos, 1991, Dominie Press* $7.50

Twelve folktales representing different areas of the world, with geographical, historical, and cultural information. Includes anticipation, comprehension, grammar, journal, and discussion activities. 3

▸ Stories We Brought With Us: Beginning Readings for ESL *Carol Kasser and Ann Silverman, 1986, Prentice Hall Regents, $18.00 (Alta)*

A collection of very short readings from around the world, each followed by true/false, matching, grammar, vocabulary, and comprehension exercises. Each story is presented in two versions - one simple and the other more complex. 2 3

▸ The New Arrival: ESL Stories for ESL Students *Laurie Kuntz, 1982, Alemany Press, Books 1 and 2 $10.30 each (Alta)*

Short, personal stories about a Lao refugee who flees to a refugee camp and comes to the U.S. Provides conversation, reading, and writing activities. 1 2

from Tales from the Homeland

LITERACY

▸ **Impact! Adult Literacy and Language Skills** *Janice Motta and Kathryn Riley, 1982, Addison-Wesley, Books 1, 2, and 3 $9.20 each, Teacher's Guides $5.95 each (Alta)*

Each lesson includes a detailed illustration to stimulate conversation, a story, and exercises to check comprehension. **2 3**

▸ **A Writing Book: English in Everyday Life** *Tina Kasloff Carver, Sandra Douglas Fotinos, and Christie Kay Olson, 1982, Prentice Hall Regents, $8.50*

Practical writing skills with such topics as banking, writing letters and other everyday tasks. Not suitable for pre-literates. **2 3**

from **Entry to English Literacy**

▸ **Language Experience Approach to Reading (and Writing): LEA for ESL** *Carol Dixon and Denise Nessel, 1983, Alemany Press, $15.95 (Prentice Hall Regents)*

A good introductory book on theory and a detailed guide to using LEA at all levels. **1 2 3**

▸ **Entry to English Literacy: A Real Life Approach** *Kathleen Kelley Beal, 1991, Steck-Vaughn Co., Books 1-4 $6.60 each, Teacher's Editions $8.95 each*

Clear visuals enhance exercises on letter and number recognition, letter/sound association, contrasts and sight words. Activities are based on everyday functions. In Book 2, student-produced writing is used to practice sight words and phonics. Teacher's editions provide step-by-step guides to objective, preparation and presentation of each lesson. **1**

▸ **Start Right! A Positive Approach to Literacy** *Karen Brinkman and Joanie Walker, 1991, Prentice Hall Regents, $9.00*

Taking a holistic approach to literacy, this book encourages the development of reading and writing at the same time that students develop speaking and listening skills. Teacher's guide available. **1**

▸ **First-Class Reader: An Integrated Skills Approach to Literacy** *Sharron Bassano and John Duffy, 1990, Alemany Press, $19.95 (Prentice Hall Regents)*

A beginning reader, starting with listening exercises and working up to writing words, phrases, and short sentences. Reproducible pages. **1 2**

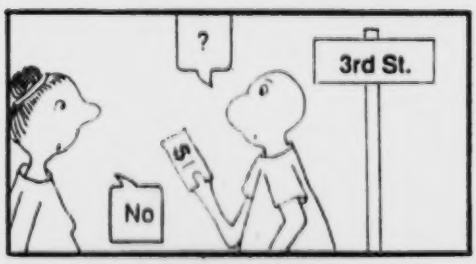
from **In Print**

▸ **In Print: Beginning Literacy Through Cultural Awareness** Lynellyn D. *Long and Janet Spiegel-Podnecky, 1988, Addison-Wesley, Student Book $10.50, Teacher's Manual $10.50 (Delta)*

A reading and writing text for low level literacy students. Many pictures and exercises to draw out discussion of cultural issues. Suitable for native English speakers as well. **1 2**

▸ **Picture Stories: Language and Literacy Activities for Beginners** *Fred Ligon and Elizabeth Tannenbaum, 1990, Longman, $11.95 (Addison-Wesley)*

Picture stories based on cultural topics, followed by a variety of exercises such as matching, fill-in-the-blank and ordering. **1 2**



from **Picture Stories**

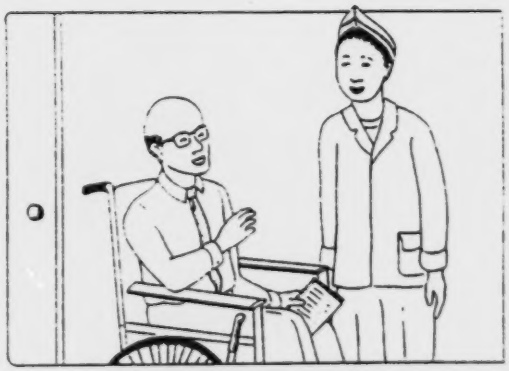
VOCATIONAL ESL

▸ **ESL for Action: Problem Posing at Work** *Elsa Auerbach and Nina Wallerstein, 1987, Addison-Wesley, $11.70, Teacher's Manual $5.95 (Alta)*

Lessons for the workplace based on Freire's problem-posing approach. **3**

▸ **Speaking Up at Work** *Catharine Robinson and Denise Rowekamp, 1983, Oxford University Press, $8.95, Teacher's Manual $4.95 (Alta)*

Pre-employment curriculum for students with some literacy skills. Emphasizes languages activities which help students maintain and advance in their jobs. **2**



from **Speaking Up at Work**

▸ **The Working Culture, Book Two** *David Hemphill, Barbara Pfaffenberger, and Barbara Hockman, 1989, Prentice Hall Regents, $8.50*

A good book on career development -- job counseling, applying, training, and promotions. **3**

LISTENING

▸ **Before Book One: Listening Activities for Pre-Beginning Students of English** *Mary Ann and John Boyd, 1982, Regents Publishing Co., Student Book $9.85, Teacher's Manual $18.45, Cassettes $98.50 (Alta)*

Activities center on listening and non-verbal responding based on communication situations, e.g., writing down a phone number. Designed for very low-level students. 1

▸ **Small Talk** *Carolyn Graham, 1986, Oxford University Press, $11.95, Cassettes $28.95 (Alta)*

"Jazz chants" use rhythm and repetition to teach English structures, conversational phrases, intonation and pronunciation. Organized by functions such as "Saying Good-bye" and "Giving and Receiving Thanks", each unit including chants from beginning to advanced levels. Exercises follow. Teacher's instructions included. 2 3

▸ **Teaching Listening Comprehension** *Penny Ur, 1984, Camridge University Press, $13.95 (Alta)*

An in-depth discussion for the ESL teacher of what is involved in understanding spoken language. This book offers ways to design exercises for your students that address particular listening comprehension difficulties. R

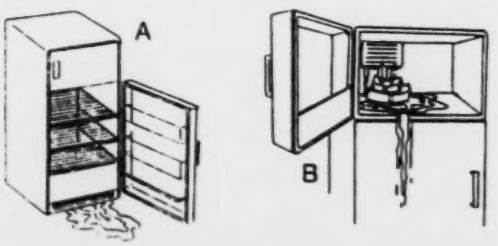
▸ **Listen to Me!** *and* **Now Hear This!** *Barbara H. Foley, 1985, 1984 Newbury House Publishers Inc. $17.00 each*

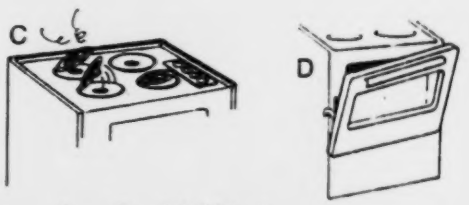
Illustrated narratives and conversations on high interest topics (i.e. "Back in School", "On Strike", "Friday the 13th") followed by listening comprehension and discrimination exercises. Teacher's script in back of book; cassettes available. 2 3

from **Listen to Me!**

▸ **Ready? Listen!** *John Croes, 1989, Dominie Press Inc., Student Book $6.95, Teacher's Manual $12.95*

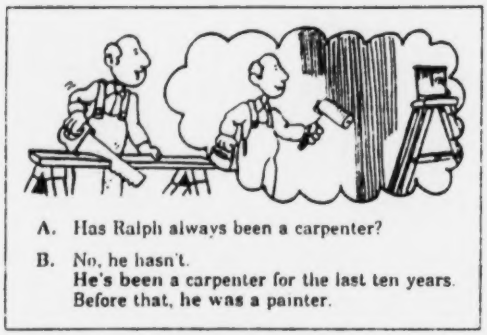
Developed to supplement the ESL curriculum used at Southeast Asian refugee camps, these listening exercises cover competencies such as housing, transportation and health care. 1 2





from **Ready? Listen!**

GRAMMAR



A. Has Ralph always been a carpenter?

B. No, he hasn't.
He's been a carpenter for the last ten years.
Before that, he was a painter.

from Side by Side

▸ **Side by Side** *Steven J. Molinsky and Bill Bliss, 1992, Prentice Hall, Books 1A, 1B, 2A, 2B, $9.40 each.*

Each unit begins with a model conversation that highlights a specific grammar point. Students practice that structure using new content in the "guided conversations" that follow. Workbooks and reading books also available. **2 3**

▸ **Basic English Grammar** *Betty Azar, 1984, Prentice Hall Regents, $14.90*

Full of grammar charts and exercises. Works well as a text for students with a lot of formal education or as a tutor reference. However, the vocabulary is too extensive and the explanations and exercises are too abstract to be effective with students with little or no formal education in their own language. **3 R**

▸ **Grammar in Action** *Barbara H. Foley, 1990, Wadsworth Publishers, Books 1-3, $13.50 each*

This series is geared to students who may not have a strong background in formal grammar. Each unit is centered around a real-life situation or problem and introduces one grammatical item. Fun! **2 3**

from Grammar in Action

CULTURE

▸ American Cultural Patterns: A Cross-Cultural Perspective *Edward C. Stewart, 1991, Intercultural Press,* $15.95

A classic study of the assumptions and values of mainstream American culture as contrasted with other cultures of the world. Provides insight into the underlying patterns of U.S. culture and deepens one's knowledge and awareness in interacting with those from a different culture. **R**

▸ Refugee Information Series *United States Catholic Conference, 1984, $2.00 each*

One guide for each refugee group: Vietnam, Laos, Highland Laos, Cambodia, Afghanistan, Ethiopia, Poland, Romania, Czechoslovakia, Iran, Cuba and Soviet Jews. Contains a brief history, cultural information and an update on the refugee crisis for each of these ethnic groups. **R**

▸ The Working Culture, Book One: Cross-Cultural Communication for New Americans *David Hemphill, Barbara Pfaffenberger, and Barbara Hockman, 1989, Prentice Hall Regents, $8.50*

Situations to be discussed explore aspects of American culture -- attitudes, manners, and customs. **3**

▸ The Culture Puzzle: Cross-Cultural Communication for English as a Second Language *Deena Levine, Jim Baxter and Piper McNulty, 1987, Prentice Hall Regents, $14.40*

Includes culture notes with examples of common misunderstandings and readings on key concepts from the field of cross-cultural communication. Focuses on how to use American English appropriately in its cultural context. **2 3**

▸ Face to Face: The Cross-Cultural Workbook *Virginia Vogel Zanger, 1985, Intercultural Press, $13.55 (Alta)*

Students examine the similarities and differences between their own cultures and American cultures through readings and structured interviews with Americans. American values, customs, attitudes and non-verbal communication patterns are addressed. **3**

▸ Good Neighbors: Communicating with Mexicans *John Condon, 1985, Intercultural Press, $11.95*

Examines the relationship between U.S. citizens and Mexicans, and gives insight into some of the cultural differences and potential areas of miscommunication. **R**

MISCELLANEOUS

from **ESL Teacher's Holiday Activities Kit**

▸ **ESL Teacher's Holiday Activity Kit**
Elizabeth Claire, 1990, Prentice Hall $27.95

Ready-to-use reading selections, games, projects, visuals, and exercises for teaching American holiday customs, concepts, and vocabulary. **1 2 3**

▸ **Preventive Mental Health in the ESL Classroom: A Handbook for Teachers**
J. Cohon, et al, 1986, American Council for Nationalities Service, $6.50

Discusses the role of the ESL teacher in the resettlement process for refugees. Because of the traumatic experiences that refugees often go through and the difficulty of adjusting to life in a different culture, refugees are at greater risk for mental health problems than the population at large. The ESL class can play an important role in reducing the psychological distress refugees may experience. Ways to help students with stress reduction and mental health difficulties are suggested. **R**

▸ **Problem Solving: Critical Thinking and Communication Skills** Linda W. Little and Ingrid A. Greenberg, 1991, Addison-Wesley/Longman, $13.95

Problem-solving stories and dialogues are based on problems and experiences shared by students in the authors' ESL classes. The book is organized into topical units (housing, family, health, etc.) and exercises emphasize discussion, cultual comparisons and decision making. **2 3**

▸ **Family Talk Time Curriculum** *Judy DeBarros and ReWA Staff, 1992, Refugee Women's Alliance, nominal charge*

The problem prosing approach is applied to parenting issues commonly faced by refugees and immigrants. Each unit is illustrated and includes discussion questions, related grammar exercises, and suggestions for additional activities. **1 2 3**

from **Family Talk Time Curriculum**

LANGUAGE LEARNING & TEACHING METHODS

▸ One to One: A Teacher's Handbook *Peter Wilberg, 1987, Language Teaching Publications, $19.95 (Alta)*

Explores in-depth the unique advantages of tutoring language one-on-one. Includes several techniques and different roles a tutor can assume.

▸ Teaching Multilevel Classes in ESL *Jill Bell, 1988, Dominie Press, Inc., $13.95*

A bible for teachers facing the challenge of mixed-level groups. Includes several chapters on methodology with detailed suggestions for activities and exercises.

▸ The Natural Approach: Language Acquisition in the Classroom *Stephen Krashen and Tracy Terrel, 1983, Alemany Press, $24.15 (Alta)*

Presents the authors' comprehensive view of how language is acquired and how it can best be taught in the classroom.

▸ Language Teaching Techniques *Raymond Clarke, 1987, Pro Lingua Associates, $10.95*

A good basic teaching manual for the beginning tutor with clear explanations, good examples and delightful illustrations. As the author states in his preface, "A book such as this one probably contains little that is truly original", but the techniques are tried and true and worth passing on.

▸ Techniques and Principles in Language Teaching *Diane Larsen-Freeman, 1986, Oxford University Press, $8.95 (Alta)*

An analysis and comparison of eight common language-teaching methods for new and experienced teachers.

▸ Learning Another Language Through Action, 3rd Edition *James Asher, 1986, Sky Oaks Publications, $12.95*

A complete guidebook on the Total Physical Response approach to teaching language.

from **One to One: A Teacher's Handbook**

ORDERING INFORMATION

It's easiest to order books by phone through a distributor such as Alta or Delta. These are included in parentheses after each listing in the bibliography. Otherwise, contact the publisher. Here's the information you'll need.

Addison-Wesley/Longman Publishing Group
(800) 447-2226
Customer Service Department
Route 128
Reading, MA 01867

Alta Local Representative (206) 839-6638
Warren Beecraft
P.O. Box 3481
Kent, WA 98032

Alta Book Center (800) ALTA/ESL
14 Adrian Court
Burlington, CA 94010

American Council for Nationalities Service
(212) 532-5858
95 Madison Avenue
New York, NY 10016

Delta Systems, Inc. (800) 323-8270
570 Rock Road Dr., Unit H
Dundee, IL 60118

Dominie Press, Inc. (800) 232-4570
11568 Sorrento Valley Road, Suite 12
San Diego, CA 92121

Intercultural Press, Inc. (207) 846-5168
P.O. Box 700
Yarmouth, ME 04096

Newbury House (800) 354-9706
Harper and Row Publishers
Keystone Industrial Park
Scranton, PA 18512

New Readers Press (315) 422-9121
Box 131
Syracuse, NY 13210

Prentice Hall Regents (201) 767-5937
Mail Order Processing
200 Old Tappan Road
Old Tappan, NJ 07675

Pro Lingua Associates (800) 366-4775
15 Elm Street
Brattleboro, VT 05301

Refugee Women's Alliance (206) 721-0243
3004 S. Alaska
Seattle, WA 98108

Steck-Vaughn Company (800) 531-5015
P.O. Box 26015
Austin, TX 78755

Tacoma Community House (206) 383-3951
P.O. Box 5107
1314 S. "L"
Tacoma, WA 98415

USCC (202) 541-3000
Migration and Refugee Service Dept.
1312 Massachusetts Avenue N.W.
Washington D.C. 20005

Wadsworth Publishers (800) 354-9706
7625 Empire Dr.
Florence, KY 41042

Many of the books included here are available at the Seattle Public Library in a special area called "The Reading Place". This collection, which includes books for adults learning to read as well as for new English speakers, is located at the following branches: Downtown, Lake City, Greenwood, Ballard, Douglass-Truth, Columbia, High Point, Holly Park, Rainier Beach and Southwest. For more information call Becky Allen, Literacy Coordinator, at 386-4668.

From **Here to Stay in the USA**

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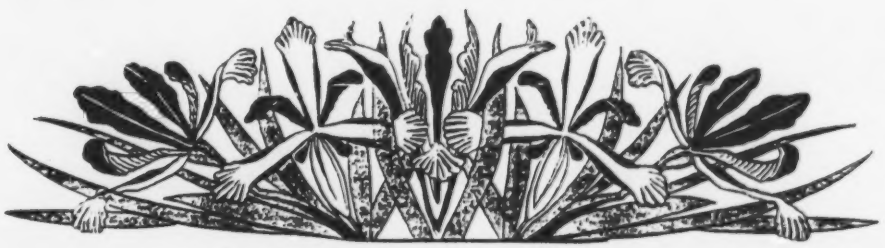
VOLUNTEER VOICE

Volume X, No. 2, Winter 1993
Tacoma Community House Training Project

Funded by the WA Division of Refugee Assistance

Training Project News

The Training Project will hold its 11th Annual **VOLUNTEER ESL/REFUGEE CONCERNS CONFERENCE** on **May 1, 1993** at the **University of Puget Sound** in Tacoma. There will be 5 workshop times throughout the day of 45 minutes each. During each slot, you will be offered a choice of 5 or 6 special topics workshops. Half of the workshops will present cultural information while the other half will offer ESL teaching techniques and professional development for teachers and tutors. The next newsletter arriving at your door in early April will have all the details, including a registration form. It's a great event...don't miss it!



On the back page you will find our new **All I Ever Wanted To Know About ESL But Didn't Know Whom To Ask...**column. This is your opportunity to find suggested answers to the questions you have come across while tutoring. Of course, the best way for us to know what questions and concerns you are having as a tutor is for you to write us and let us know. If you have already found solutions to the stumbling blocks you have encountered, please send those to us so we can share them with your fellow tutors. We will approach one or two of your questions and answers in each newsletter.

Family Talk Time

The talented staff from Refugee Women's Alliance (ReWA) has produced a terrific new book Family Talk Time: A Curriculum for Refugee and Immigrant Parents. Talk Time programs, individual volunteer tutors and classroom teachers will find wonderful ideas for activities within the thirteen lessons from five chapters:

- Raising Children in the U.S.
- Changing Family Roles in the U.S.
- Understanding American Schools
- Taking Care of Yourself
- Using Community Resources

Each lesson contains Warm Up Activities, Story with Problem Posing Questions, ESL Exercises, and Suggested Activities.

The introduction describes several appropriate techniques used throughout the book including • student stories • problem posing • brainstorming • charts / grids • student - drawn pictures • journal writing • grammar activities •

Many ESL volunteer program coordinators have received a copy of this valuable resource book for their tutors. Please ask your coordinator if she has your program's copy. If not, have your coordinator contact ReWA for a copy. At this time, individual books are not available for tutors. However, coordinators can request additional program copies from ReWA and you are encouraged to reproduce passages from the book for your own use.

Refugee Women's Alliance
3004 S. Alaska
Seattle, WA 98108
(206) 721-0243

CHAPTER 1. Raising Children In The United States - Introduction

All parents love their children. In these changing times it is very difficult to be a parent. For refugee and immigrant parents, raising children in American society is especially frustrating and challenging. "Americanized" children often do not recognize or respect traditional discipline and expectations. Refugee and immigrant parents don't always agree with American values that encourage young children to be independent. Many newcomer parents feel that too much freedom at a young age will make it hard for children to retain respect for their traditional culture.

There is a generational as well as a cultural gap between refugee parents and their American born children. Often parents and children do not speak the same language. Refugee and immigrant parents need more information about American schools, laws, customs, and values. They also need support in encouraging their children to retain respect for traditional values, and skills at coping with the new values and systems in the United States.

Excerpts from Family Talk Time - ReWA

Remembering Family History and Culture

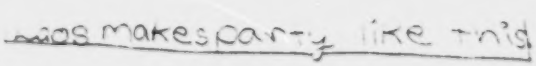
Use the following questions to begin a discussion:

- What languages do people in your country speak?
- What special holidays do you celebrate?
- What special foods do you prepare on holidays?
- What arts and crafts are practiced in your country?
- What games or sports do children play?

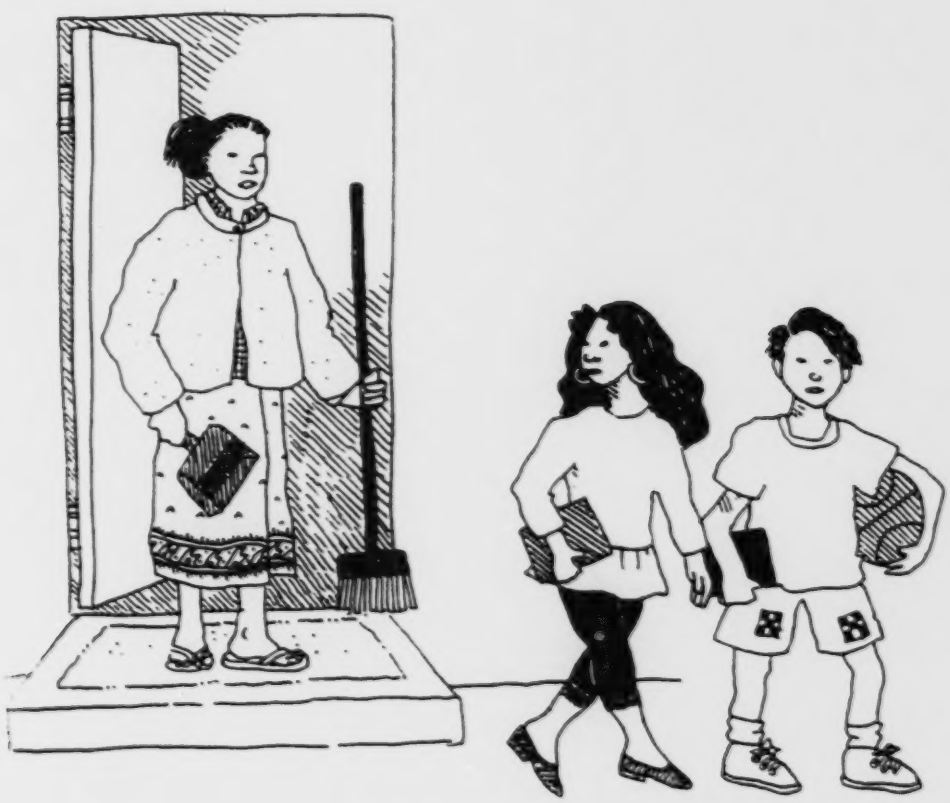
Have students draw pictures of the homes they grew up in and the homes where they live now. Talk about the differences.

- What things did you like about your childhood home?
- What things are different about your present home?
- What memories do you have of your childhood home?

Ask students to bring in photographs of their families. Have students share with class and describe the picture.



From Family Talk Time - ReWA



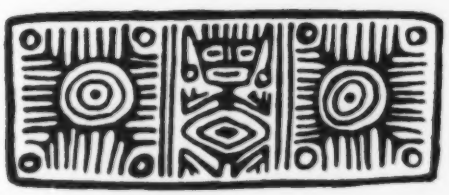
Story:

Bopha is from Cambodia. She has two children. The children were very young when the family came to the United States. Bopha wants her children to learn the Cambodian language and dances, but at school they are quickly learning American ways. Everyday they seem to forget more Cambodian and become more "Americanized".

Bopha is sad, but doesn't know what to do. She wants her children to be proud of their culture. When she tries to tell her children about Cambodia, they act bored and want to watch T.V.

From Family Talk Time - ReWA

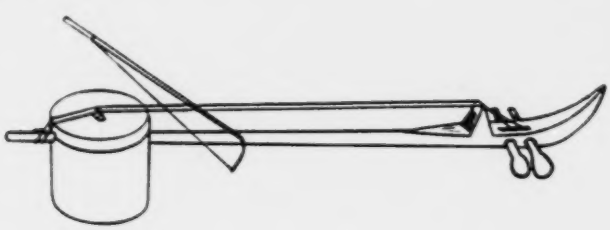
Comprehension Check:	1.	How many children does Bopha have?
	2.	How old were the children when the family came to the United States?
	3.	What does Bopha want to teach her children?
	4.	What are they learning at school?
	5.	What happens when Bopha talks to her children about Cambodia?
Feelings:	1.	How does Bopha feel?
	2.	How do her children feel?
	3.	How do you think Bopha feels when the children don't pay attention?
Personalize:	1.	Do you ever feel like Bopha?
	2.	What do you want your children to remember about your country?
	3.	Why do you want your children to learn your language?
	4.	Is it hard to teach your children your language in the U.S.?
	5.	What stories do you tell your children about your country?
Cultural Comparison:	1.	How did your parents teach you about important customs?
	2.	What things about your culture do you like?
	3.	What things do your children remember about your country?
	4.	What things about American culture do you like?
Opinions/ Solutions	1.	What can Bopha do in this situation?
	2.	What things can you do to teach your children about your family history and culture?
	3.	Do you think this is important?



From Family Talk Time - ReWA

Suggested Activities:

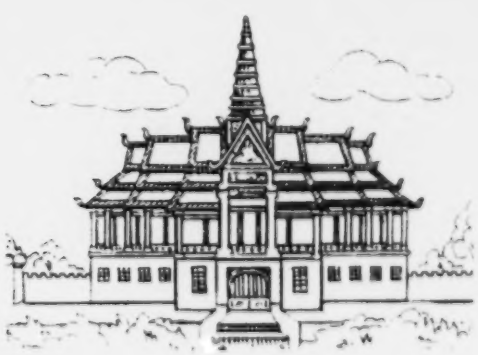
1. Ask students to bring something from their country and share it with class. If it's something that they made, ask them to demonstrate how they made it.



4. Ask students to share their recipes with the class (this will require a lot of food and cooking vocabulary). Collect the recipes and put them together in a handout. If possible, cook together and prepare the recipes that were collected in class.

5. Invite a leader from one of the ethnic communities to come speak to the class about preserving culture in the community.

6. Brainstorm ways to teach your children important things about your family and country.



7. Visit a temple or ethnic celebration.

8. Visit a local museum with an ethnic show.

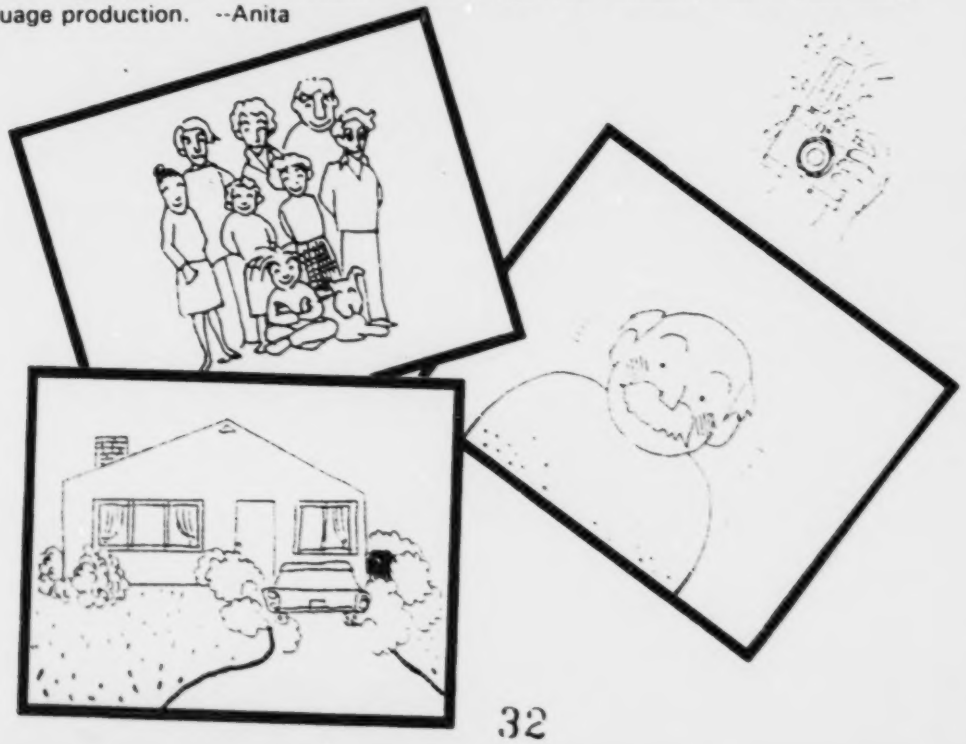
From Family Talk Time - ReWA

No, this isn't a camera advertisement...

But you <u>can</u> do a lot of lively tutoring activities using Polaroid (or regular) photos. Is your student at the most basic level? Match students's picture to her name card, a picture of her house to her address, and a picture of her talking on the phone can be matched to her written phone number. Later, you can use the same pictures in question and answer drills: Who is this? Where does she live? What's her phone number? Who lives here? What is she doing? Within a few weeks, your student will be able to say some sentences about each picture.

Take a few more pictures: different family members engaged in various activities, places your student goes, people she encounters. Once again, these can be used in the creation of questions, answers and sentences, either orally or written, depending on the student's level of ability. At a higher level, the student can make up a several-sentence story about each picture. You might take a series of pictures that illustrate a sequence, for example, your student teaching you how to make a salad, or of a field trip you take with your student to her child's school. These can then be used to reinforce vocabulary and practice related grammatical structures.

These are all typical activities that we do with commercial materials or magazine pictures, but the extra added interest of an instant, personal picture may add just the right amount of motivation to encourage your student into a little more language production. --Anita



All I Ever Wanted To Know About ESL But Didn't Know Whom To Ask...

I am currently tutoring two students. One of them talks all the time, the other is really quiet. How can I balance things?

1) Address the student you want to respond by name and wait until that student speaks up.

2) Have the students ask each other questions.

3) Try using "talk tokens" -- each student starts with an equal number of tokens. Each time a student talks (i.e. answers a question, volunteers information) he turns in a token. The student cannot talk if he doesn't have a token.

The Training Project
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VOLUNTEER VOICE

Volume X, No. 4, Spring 1993
Tacoma Community House Training Project

Funded by the WA Division of Refugee Assistance

11th Annual Volunteer ESL/Refugee Concerns Conference

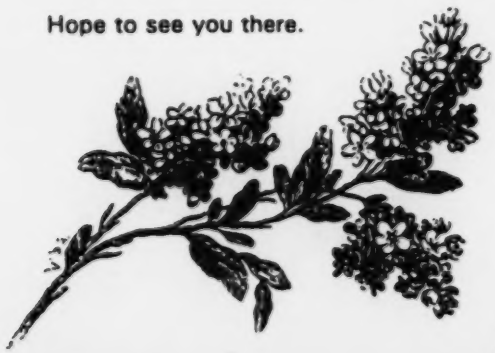
It's time again for the Volunteer ESL/Refugees Concern Conference! This is your chance to receive further guidance from experienced presenters. The conference has been a continued success though the past ten years. This conference promises new information, tested techniques, and support to those invovled in ESL. One of last year's participants wrote us to say:

"This was my first conference - it showed me just how many aspects of ESL there are! I've also connected with several other teachers and now have a small support circle - thanks!"

Join us on **May 1, 1993 at the University of Puget Sound** for a day of workshops and sharing with others involved with volunteer ESL and refugees around the state. This year, we must limit registration to 250 participants. See details inside for registration; and register early (by April 21).

If you're volunteering with a program, be sure to let your coordinator know if you plan to attend the conference so that car pools can be arranged. You may also want to get together with other volunteers from your program at the beginning of the conference day: go over the program and divide up to cover as many workshops as possible. You can meet later to share information.

Hope to see you there.



Planning for the Future

If your plan is for one year, plant rice;
If your plan is for ten years, plant trees;
If your plan is for a hundred years,
educate men and women.

-From the sayings of Kuan Tyu

Student Journals

I encourage my group of intermediate-level students to keep a journal. It gives them a framework for home-study, puts their newly-learned English to immediate use, and gives me an idea both of their thoughts and their current abilities with the language.

Recently we spent some time looking at pictures of refugee camps and discussing conditions there. After a period of discussion, I made lists on a large sheet of paper (so everyone could see). One day, we made a list of good things and bad things in camp.

Good Things in Camp	Bad Things in Camp
safe	not enough food
no shooting	not enough water
friendly people	not enough medicine
school	people sick
	people homesick
	crowded
	no job

The next day, we made a list of things people do in camp. It included:

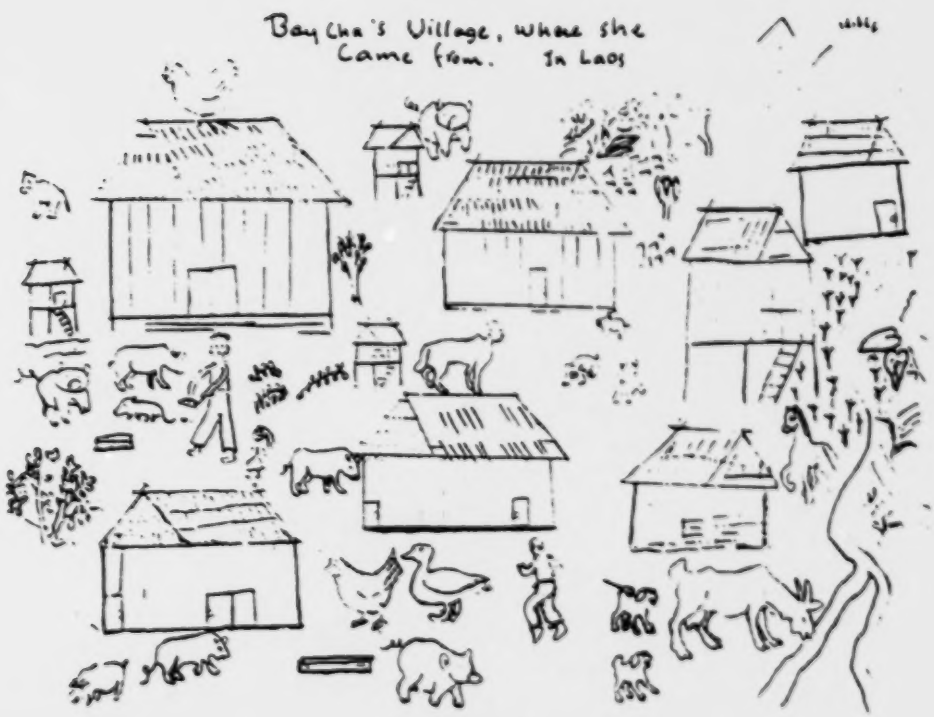
go to school	carry water
take care of children	work in garden
do assigned work	think about home
cook food	wash clothes

The students copied down in their journals those phrases and words which are new and/or meaningful to them. The assignment then was to go home and write two things about what they did in camp. As you can see from the following samples, each student creates a story according to his/her ability and true to his/her experiences and interests.

Ny - I live in the refugee camp i feels house sick because i no see my mother and father and sister too.

Noy - I live in the camp. I sale food in the store. In the morning I take my children to school and in afternoon about 3 o'clock I go get them.

Bounkham - Before I live in a refugee camp in Thailand. I usually go to school every day in the morning at about 7 o'clock. I students mans and womans. There are Lao, Hmong, Cambodian and Vietnam. I always speak English to our friend and teacher.



Personal Pronunciation Activities

Cynthia Chang, an ESL instructor at the University of Washington, presented an idea packed workshop at the WAESOL conference in Seattle last fall on teaching pronunciation. One of her suggestions was to keep an oral dialogue journal with your student.

ORAL DIALOGUE JOURNAL

The student writes a page or so about something he'd like to talk about...a description of his new life in the U.S. or of his typical day, a childhood memory, a funny experience, hopes for the future... and then records himself reading the text.

The tutor listens to the tape while reading the transcript, circling recurring or particularly prominent pronunciation problems on the written version.

On the tape, the tutor first responds to the student's tape as in a written dialogue journal - reacting to what the student said, providing personal information. Next, the tutor reads back the circled words and sentences to provide the student with some specific sounds, rhythms, introduction or stress patterns to practice.

The tape is returned to the student, who listens to the tutor's entry and practices the pronunciation. The student can then retell the story to the tutor or to other students. Finally, the student makes another journal entry.

PRACTICE WITH SOUNDS

If your student is having trouble pronouncing a particular sound, Chang suggests getting the student to come up with words with that sound. Then you will have a list of words to practice with that are <u>meaningful</u> to the student. Plus, you and your student may discover words he was mispronouncing because he <u>thought</u> they had the target sound but don't.

Give your student meaningful practice using words with a particular sound. If you have been working on the voiced "th" sound as in "this" or "mother", have him interview you or another student using questions about families:

> Do you have any brothers or sisters? Where do your mother and father live? Does your brother speak English? Tell me about your grandmother. How often do you see your mother-in-law?

11th Annual

VOLUNTEER ESL / REFUGEE CONCERNS CONFERENCE

May 1, 1993
9:00 am - 4:30 pm

Presented at
University of Puget Sound

Sponsored by

Tacoma Community House Training Project
Washington State Division of Refugee Assistance

Registration limited to 250 on a first come basis...so **REGISTER EARLY!**

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*(**Please print.** See Registration information.)*

Name_____ Daytime Phone_____

Program/Organization_____

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City_____ State_____ Zip_____

Vegetarian Lunch Provided

Please return this registration form with check or purchase order for **$25.00** by **April 21** to:
Tacoma Community House Training Project, P.O. Box 5107, Tacoma, WA 98415

You will receive a letter with receipt confirming your registration plus a map to the Conference.

Are You Involved with ESL Refugees, Immigrants or Cultural Diversity?

The 11th Annual Volunteer ESL/Refugee Concerns Conference will be an event you won't want to miss! Five workshop times (with a choice of six special topic workshops at each time slot), an Asian crafts sale, a vast display of ESL and cross cultural books from Regents, Alameny, Prentice Hall Book Display, and a catered lunch combine to make this an exciting, informative day. Presenters include ESL and resettlement professionals offering a variety of workshops on teaching techniques and cultural information.

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Workshops may include:

- Reading Tasks for Beginners
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- Storytelling
- Teaching Pronunciation
- Field Trips and Fun Tasks
- Professional Development for Volunteers
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- Language Experience Approach
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...and more!

For more information, call The Training Project at 383-3951 (Tacoma) or 682-9112 (Seattle)

Registration Information

Deadline

Registration limited to 250 participants. All participants must complete and return form with payment ($25.00) before April 21 to:

Tacoma Community House Training Project
P.O. Box 5107
Tacoma, WA 98415

Confirmation

Confirmation letters/receipts will be mailed one week prior to the conference and will include a map of the UPS campus and instructions for check-in. If you do not receive a confirmation in the mail, confirm registration status by calling Tacoma Community House at 206-383-3951. Ask for Marilyn Bentson or Daphne Radock.

Cancellations

No refunds will be issued.

Payment

All registration forms must be accompanied by personal check, organizational check or purchase order. Make checks payable to TCHTP. Each participant must have an individual registration form (copy if necessary).

Information

For more information call Tacoma Community House Training Project at (206)383-3951 (Tacoma) or 682-9112 (Seattle).

All You Ever Needed To Know About ESL But Did Not Know Whom To Ask...

How can I encourage my student to go out in the real world on his own to practice the English we are working on?

Give the student real-life tasks for homework that are concrete and limited such as listening tasks or making phone calls.

Listening tasks: If you have been working on the past tense, have your student pick three people at work to talk to on Monday. He can ask, "What did you do this weekend?" His job is to listen to their answers and notice the past tense forms that they use. He should, of course, have a ready answer about his weekend in case he is asked in return.

Phone calls: Talking on the phone is difficult for ESL students for many reasons, but it has some advantages too. I often have my students call stores, businesses, schools, Metro, etc. to get information. I tell my students that if things aren't going well, "Don't worry, you'll never see that person. If you have to, just hang up!"

- stores for hours, location, product availability
- insurance companies for rates
- classified ads for used cars, apartments, household goods or services
- worksites for job openings and requirements
- bus and train stations to compare travel costs and times to destination of student's choice

Problem posing: Use Freire's problem posing approach to generate real situations in which your student needs English to solve a problem. In a recent discussion about "neighborhood problems," for example, one of my students complained about a nosy neighbor who was always looking in her windows. The group decided that maybe the neighbor (an older woman) was just curious or lonely. They thought the student should go next door and introduce herself to the neighbor (armed with some homemade eggrolls) and talk about the neighborhood.

Illustrations from In Print.

Speaking for Themselves

Do you tutor more than one student? If so, you have a great opportunity to relax, stop talking, and let your students learn more English by speaking for themselves. Here are a few guides for cutting back on teacher-talk and encouraging student talk:

- Wait at least 5 seconds after asking a question to give the student a chance to answer - and let the other students, not you, offer help when the first student needs it.

- When a student asks a question, give the other students a chance to answer it before you do.

- Rather than instantly supplying the correct model when the student makes a mistake, give a cue about where the error is.

    - Indicate you want the past tense by gesturing with a hand back over the shoulder.

    - For a 4-word sentence with an error in the third word of the sentence,hold up four fingers, point to the first as you say the first word of the sentence, then the student supplies the rest, and you can make a melodramatic face at the third finger to indicate some work needs to be done. Always give the other students a chance to correct the error before you do.

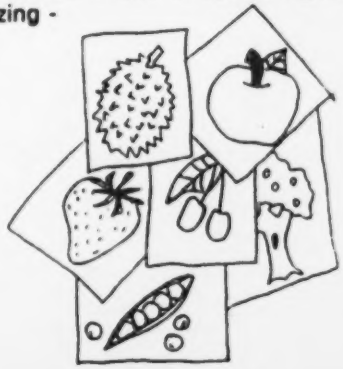
There are lots of low-pressure, fun activities, that require little preparation by you and that can be used to encourage student participation and increase their language production. Here are some other helpful ideas.

BOX OF STUFF. Bring in a box of everyday or culturally interesting items. Students pick one item at a time. Each student must speak for one minute, or make 3 to 5 sentences about the object she chooses. Or one student selects an item (unseen by the other), and the other student must ask questions to elicit information and guess what the object is. Two students select several objects and make up a role-play dialogue using them.

Illustrations from In Print.

PICTURES. Teacher shows a high interest picture (e.g., something from National Geographic magazine or a geography book about a student's home country). Students dictate information about the picture, which teacher writes down. You don't have to say a thing: use gestures and pantomime to show you want to know more. Low level students may just name objects seen. Higher level students can make whole sentences or even a story. In pairs, one student holds a picture unseen by the other. The first student describes what's in the picture. The second student can ask clarifying questions and tries to draw a picture that replicates the original.

SORTING. Give students pictures or words on cards which they sort into categories. The categories may be things like fruits/vegetables, red/green things, things that grow on trees/things that grow on the ground, or alphabetizing - it doesn't really matter. What matters is the students talking things over to decide what the categories are, and which goes where. One tutor with four students even has them sort themselves out and stand in order according to first letter of name, date of arrival in U.S., amount of loose change in pockets - anything that gets them talking to and asking questions of each other.



Students with limited writing skills can still keep a journal. Because I never correct journal entrees - wanting to encourage free expression - anything the student writes (even just a list of words) is O.K. If the student doesn't feel up to writing, she can always draw a picture which is then used as a conversation-starter at the next session. This picture was made by a student after a discussion of farming:

--Anita

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